

The UN Declaration of HUMAN RIGHTS

A HANDBOOK FOR TEACHERS

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Foreword

HUMAN RIGHTS AND CIVIL LIBERTIES are basic to Western civilization. Established only after centuries of struggle, kept safe from the grasping hands of tyrants by millions of patriots, these rights are a constant challenge to citizens, young and old, to accept those civic responsibilities which enable one generation to transmit an enriched heritage to the next.

The documents of many lands proclaim the rights of man, and among these are our own Declaration of Independence, Constitution of the United States, and the Constitutions of the several States. It remained for the General Assembly of the United Nations, however, to enlist the cooperation of representatives from many lands in the formulation of a statement of principles which proposes a common standard of achievement for all peoples and all nations. That statement is the Universal Declaration of Human Rights.

The Declaration has already found its place among the great documents of liberty. Young Americans in the schools will wish to read it and compare the principles it spells out with those embodied in the great charters of this country. They should also see their own responsibility in securing these rights for all their fellow citizens and extending them to those in other lands. It is our earnest hope that, with these great purposes in mind, many teachers will wish to use this handbook in acquainting high-school students with the values expressed in the Declaration. The teacher understands, of course, that this bulletin deals with the Universal Declaration of Human Rights and not with the Covenant of Human Rights which is to be considered by the members of the United Nations. This distinction would also be made clear to students in any instructional situation which deals with these materials.

To read the Declaration is not enough. It is necessary to understand its broad statements, to sense the extent to which the stated goals have been achieved, and to realize what remains to be done. No bold statement of ideals can be implemented over night. Human rights become universally accepted only as each citizen claims them for himself and admits the right of every other man to share them.

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The Universal Declaration of Human Rights and the Responsibility of Teachers

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS was approved by the General Assembly of the United Nations in Paris, December 10, 1948. The vote was 48 to 0, but 8 countries abstained from voting. The Declaration is a statement of principles approved as a common standard of achievement for all peoples and all nations. It is not a treaty and therefore imposes no legal obligations. Indeed the ideals embodied in the Declaration are far in advance of actual practice in many parts of the world.

The Declaration is a challenge to all mankind to promote world-wide respect for human rights and fundamental freedoms. The United States actively supported the approval of the Declaration of Human Rights in the General Assembly in Paris.

An International Covenant on Human Rights has been developed in the United Nations. This is a draft treaty and deals with certain of the basic civil and political rights embodied in the Declaration. This Covenant will be submitted to individual countries for ratification and will become legally binding on the countries which ratify it. The Covenant has not yet been considered by the Senate of the United States.

Purpose of This Bulletin

The purpose of this bulletin is to clarify the meaning of the Declaration so that it may be understood by high-school students. The Declaration contains many principles already accepted in this country. It is worth while for young Americans to compare American ideals and statements of rights with those approved by the UN General Assembly. To facilitate such comparisons, it seems desirable to consider briefly some basic principles upon which our government is founded.

When asked to describe their government, Americans are likely to say it is a government "of the people, by the people, for the people." What do they mean by these words?

Government of the People

The preamble to the Constitution of the United States states:

We the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility [peace at home], provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity [those who come after us], do ordain and establish this Constitution for the United States of America.

The Preamble states that the people of the United States are the rulers of their country and that they are establishing a form of government intended to achieve goals which they themselves have formulated. Americans believe that institutions of government are devised by man to serve man; not that man is a servant of government.

State governments existed before the Constitution was adopted, and the Constitution itself, in establishing a Federal form of government, reserved large powers for the States. An American citizen is a citizen of a State, as well as of the United States, and his relationship to the government of the State is similar to his relationship to the Government of the United States. This fact is implied in the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, That to secure these rights Governments are instituted among men, deriving their just powers from the consent of the governed."

Contrast this statement of belief about the relationship of people to their government with the philosophy reflected in the way totalitarian governments treat their citizens.

Government for the People

The Preamble mentions goals to be achieved by government under the Constitution. Among these are liberty, justice, and the general welfare. The Bill of Rights spells out many of the specific human rights which help to insure "liberty, justice . . ." for American citizens. Additional rights are stated in other parts of the Constitution and in Federal law. Similar rights are spelled out also in State constitutions and State laws.

Government by the People

There is no way of separating rights and obligations. They are reciprocal. The Preamble states that the Government of the United States is "of the people, and for the people." The Constitution itself makes clear that the people must accept the responsibility of governing themselves. This statement of course does not imply that each person directly accepts a position in the government. Our government is a representative democracy in which citizens elect qualified representatives to act for them.

The ultimate authority nevertheless rests with the people themselves. To exercise it wisely they must have access to information, have opportunity to confer about issues, and be free to register their opinion through voting without fear of reprisal. Citizens also must be willing to serve their government in any capacity for which they are fitted.

Ideals Show the Way to Progress

What has been said does not imply that Americans have achieved perfection in government. Americans have been working toward "a more perfect union" since

government began under the Constitution. They have gone a long way toward achieving this goal, but there are many subsidiary and related goals still to be achieved. To see ideals clearly makes it possible to work resolutely to achieve them. As Americans understand the ideals to which they are committed, and see clearly where they are with respect to them, they can plan next steps effectively.

How To Study the Declaration of Human Rights

In the pages which follow, the text of the Declaration is reproduced with annotations to clarify difficult or technical terms. Statements in the Declaration of Independence and in the Constitution of the United States which parallel principles in the UN Declaration are included. The explanatory comment is intended to amplify and illustrate the principles stated in the documents themselves. Suggested activities are included at times either because the students need to acquire further and more specific information to understand the principles, or because it is believed that a real understanding of the principles must involve experiences other than those of reading an annotated text and a brief commentary.

Universal Declaration of Human Rights

Preamble

WHEREAS RECOGNITION OF THE INHERENT [belonging by nature] dignity and of the equal and inalienable [cannot be taken away] rights of all members of the human family is the foundation of freedom, justice and peace in the world,

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience [sense of right and wrong] of mankind, and the advent [coming] of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration [wish or goal] of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights shall be protected by the rule of law [rights are clearly stated, the same for all, and respected],

WHEREAS it is essential to promote the development of friendly relations between nations,

WHEREAS the peoples of the United Nations have in the charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge, *Now therefore* The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society [schools and newspapers, for example], keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of the Member States themselves and among the peoples of territories under their jurisdiction.

The point of this Preamble may be made more clear if essential ideas are presented in outline:

- I. The General Assembly thinks of the Declaration as a common standard of achievement for all peoples and all nations.
 - A. To be achieved through teaching and education (a common understanding of the principles is essential).
 - B. To be achieved also through forward-looking measures (legislation and agreements)
 1. Within each nation. 2. Also at the international level.
- II. The Member States have pledged themselves to cooperate with the United Nations in promoting respect for human rights and freedoms. These rights are affirmed in the UN Charter itself.
- III. The universal acceptance of equal and inalienable rights for all peoples is important for a variety of reasons (see the "WHEREASES").

Article 1

ALL HUMAN BEINGS ARE BORN FREE AND EQUAL in dignity [as human beings] and rights. They are endowed with reason [ability to think] and conscience [ability to tell right from wrong] and should act towards one another in a spirit of brotherhood [Do unto others as you would have them do unto you.].

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We hold these truths to be self-evident, that all men are created equal —*The Declaration of Independence.*

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.—*U. S. Constitution, Amendment 13.*

Article 1 proclaims the brotherhood of man. It states positively the type of conduct which should characterize all human beings: (1) To think straight; (2) to do the right; and (3) to love others as yourself.

Article 2

EVERYONE IS ENTITLED TO ALL THE RIGHTS and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

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Article 2 proclaims that all people everywhere shall enjoy equally the rights and freedoms described in this Declaration. It calls attention to certain kinds of distinction which have served as a basis for discrimination in the past, and states that they must be abolished. Among them are discrimination based on

- race and colour (see U. S. Constitution, Amendment 14, Section 1).
- sex (see U. S. Constitution, Amendment 19).
- language
- religion (see U. S. Constitution, Amendment 1).
- political or other opinion (see U. S. Constitution, Amendment 1).
- national or social origin (see U. S. Constitution, Amendment 14, Section 1).
- property (Ownership of property is no longer a prerequisite for voting or for holding office in this country).
- birth (see discussion of Article 25).

The second section of Article 2 takes into account the fact that all countries do not enjoy equal independence. Some are completely independent nations; others are more or less dependent on a mother country. The point is made in this Article that there should be no distinction as to the rights enjoyed by peoples living in an independent nation and in a colony. The fact is that such differences exist. People living in dependencies seldom enjoy all the rights and privileges of people in the mother country. But as the former develop a greater capacity for coping with their own problems, their status as dependencies will change to that of a self-governing commonwealth or an independent nation.

Article 3

EVERYONE HAS THE RIGHT TO LIFE, liberty and the security of person.

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The right of the people to be secure in their persons, houses, papers, and effects [property], against unreasonable searches and seizures, shall not be violated; and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.—U. S. Constitution, Amendment 4.

No State shall make or enforce any law which shall abridge [reduce or cut off] the privileges or immunities [freedoms or exemptions] of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.—U. S. Constitution, Amendment 14, Section 1.

This Article spells out rights which are protected by law in the United States and upheld in American courts. These rights are guaranteed by the Federal Constitution and by the Constitutions of the States.

Everyone has the

—right to life (A person's life can be taken away only after fair legal procedures which lead to his conviction of a crime for which the punishment is death.)

—right to liberty (A person cannot be arrested except for cause and in accordance with legal procedures.)

—right to security of person (Each person is equally entitled to police protection against violence. The law provides the conditions under which a person can be arrested and, if arrested, the conditions under which he can be held before a charge, i. e., a formal accusation of wrong-doing for which the accused will be tried in court, is made against him. No person can be imprisoned unless he is convicted in open court.)

In the United States, in other words, any person who respects the life, liberty, and security of person of others may expect that his own life, freedom, and security will be protected by law and the courts.

Article 4

NO ONE SHALL BE HELD IN SLAVERY or servitude; slavery and the slave trade shall be prohibited in all their forms.

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Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.—*U. S. Constitution, Amendment 13.*

The older forms of slavery have been disappearing all over the world during the last 150 years. Slavery was abolished throughout the British Empire in 1832, in the United States in 1865, and in Brazil in 1885. Nevertheless slavery has never completely died in out-of-the-way places. Servitude often replaced slavery. People were not owned by other people, and bought and sold like cattle, but laws compelled them to work for others until they had paid debts which they owed. Sometimes a man suffered misfortune, and had to work the rest of his life to pay a debt and the interest on it.

Since World War I new forms of slavery have been put into practice in totalitarian countries. Large numbers of people have been forced to work in mines and forests, and at other jobs. These slave-workers usually were members of a social class (rich farmers, for example), or a religious or other minority group (Jews, for example), or a defeated people whom the totalitarian government wished to punish. Both Nazi Germany and Soviet Russia caused slave-workers to labor under such dreadful conditions that hundreds of thousands died. The old slavery is almost dead, but this new form of slavery or servitude is still very much alive.

Article 5

NO ONE SHALL BE SUBJECTED TO TORTURE or to cruel, inhuman or degrading treatment or punishment.

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Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.—*U. S. Constitution, Amendment 8.*

During the last 150 years, cruel and inhuman punishment (torture) has tended to disappear, along with slavery. When governments depended on fear to enforce their rule over people, cruel punishment and torture were used to create fear. Governments which govern by the consent of the people do not depend on the use of fear. Even in the punishment of law-breakers, governments which rule by the consent of the people place greater stress on putting the lawbreaker in prison to keep him from interfering with the life, liberty, property, personal security, and happiness of other

people. When the courts and prison officials believe that he can be trusted to respect the rights of others, he is released.

Since World War I torture and cruel, inhuman, and degrading punishment have again been introduced in countries where such practices had not been practiced for years. Totalitarian governments, such as Nazi Germany, used starvation, torture, and mass executions to get rid of opposition and to compel obedience. Modern psychology has taught men new ways of torture. The body need not be broken, as was the practice in the Middle Ages. Modern torturers sometimes break the mind without injuring the body.

Can torture and inhuman punishment be practiced by people who believe in the inherent dignity of all human beings?

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Article 6

EVERYONE HAS THE RIGHT TO RECOGNITION everywhere as a person before the law.

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All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the States wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States. . . .—*U. S. Constitution, Amendment 14, Section 1.*

The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.—*U. S. Constitution, Article 4, Section 2.*

With the abolition of slavery all Americans become citizens and persons, subject to the same laws, and able to sue and be sued in the courts. Although the Constitution refers only to citizens of the United States in the sections cited, there is no difference between citizens and noncitizens with respect to right to police protection, equality before the law, and equal access to justice.

Article 7

ALL ARE EQUAL BEFORE THE LAW and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to [arousing to action to bring about] such discrimination.

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All persons are equal before the law. This fact is symbolized in many courts by a statue of the goddess of justice, blindfolded so that she cannot see who appears

before her. She cannot see who is rich or poor, attractive or unattractive. She merely hears the evidence, listens to the arguments, and reaches a decision based on the facts in the case. Actually it is not the goddess of justice who hears the evidence and passes judgment; it is the jury and the judge who perform these functions.

Everyone has the right to go to court to get justice when he has been wronged. This right exists in the United States and Article 7 of the Universal Declaration of Human Rights implies that it should exist all over the world. Equal protection against discrimination (Article 2 lists types of discrimination) means that all human beings are recognized as persons before the law and are equal before the law. It means that you do not have to be a citizen of a country to obtain justice and a fair hearing in the courts. Article 7 states that equal protection under the law should be guaranteed to all people everywhere by international law.

Article 8

EVERYONE HAS THE RIGHT to an effective remedy [in this case a remedy against discrimination] by the competent national tribunals [the courts in a country which hear this kind of a case] for acts violating the fundamental rights granted him by the constitution or by law.

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If any person in the United States believes that any right given him in the State or Federal Constitutions, or in the laws, is being violated, he may bring suit in court. A remedy may be an order from the court upholding his right, and it may include an award of money to repay him for the loss he has suffered because of the violation.

The Declaration of Human Rights seeks to have certain human rights included in the fundamental law of all countries. Article 8 provides that any person who feels that one of these rights is denied should have the right to bring suit in court to obtain justice.

Article 9

NO ONE SHALL BE SUBJECTED TO ARBITRARY ARREST, detention or exile.

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No person shall be held to answer for a capital, or otherwise infamous crime [all crimes except the least important, called misdemeanors], unless on a presentment or indictment of a grand jury [a group of citizens who consider the evidence supporting a charge to determine if it warrants bringing the accused to trial] . . . nor be deprived of life, liberty or property without due process of law . . . —U. S. Constitution, Amendment 5.

The word "arbitrary" is important in this Article. Arbitrary is the opposite to the same for all. It means that rules are applied differently at different times and in dealing with different people.

All persons may be arrested and detained by the police. If a person is not a citizen and he commits certain crimes, the country where he was arrested may send him back to the country of which he is a citizen.

But these things cannot be decided by officials according to their own wishes. They must follow legal procedures and respect the rights which the law guarantees the individual.

Look up "habeas corpus" in a dictionary or a civics textbook. From the explanation, can you tell how a person is protected against arbitrary arrest and detention?

How long may a person in your community be detained after he has been arrested, and under what circumstances? Ask the sheriff, the chief of police, a police captain, a judge, or a lawyer.

Article 10

EVERYONE IS ENTITLED IN FULL EQUALITY to a fair and public hearing by an independent and impartial [does not favor one side] tribunal, in the determination of his rights and obligations and of any criminal charge against him.

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In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which districts shall have been previously ascertained [determined] by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.—*U. S. Constitution, Amendment 6.*

... nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty or property without due process of law' . . . —*U. S. Constitution, Amendment 5.*

Article 10 in the Universal Declaration of Human Rights spells out these characteristics of a fair trial:

1. All people are entitled to a fair hearing in court.
2. A public hearing is likely to be a fair hearing. That is because the people in court, including reporters, can see what goes on and call attention to injustice.
3. The court should be independent and impartial. The framers of the U. S. Constitution included this provision referring to Federal courts in Article 3, Section 1, "The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation, which shall not be diminished during their continuance in office." These judges are appointed by the President, and their appointment is confirmed by the Senate. Thus it is possible to get qualified men who do not have to try to please the voters in order to be elected. They are appointed for life,

and do not have to fear removal if they act honestly and courageously. If a judge is incompetent, he can be removed only by impeachment (look up in the Constitution, or in a civics textbook). Federal judges are paid a salary. Hence they are able to be independent and impartial, especially since their salary cannot be reduced when they are in office.

4. The last part of Article 10 states that court procedure should be equally fair and impartial in civil and criminal cases. A civil case is one which involves two persons, two corporations, or persons and corporations, etc. Examples are cases involving failure to fulfill a contract, or claims for damages because of injuries suffered. A criminal case is one in which a person is accused of crime, for example, robbing a bank or kidnapping. In such a case, the government (State or Federal) makes the charge against the accused.

It should be noted that the Fifth and Sixth Amendments provide additional specific guarantees:

1. The trial shall be speedy. If it were not, witnesses might move away or die, and it might be difficult to determine what actually happened.
2. A jury shall decide the guilt or innocence of the accused. If even one member of the jury believes that the accused is innocent, he cannot be convicted.
3. The jury must include people from the district or State where the crime was committed. This safeguard makes it difficult to "pack" a jury with jurors who are more cruel (or more lenient) than people generally in the area where the crime was committed.
4. The accused must be told exactly what is the charge against him, and thus has a chance to plan his defense.
5. The accused can listen to testimony against him, and he or his counsel has the right to cross-examine witnesses.
6. The accused can get a court order, if necessary, to compel people who know about the case to come to court and give testimony.
7. If the accused is too poor to be able to pay a lawyer to defend him, the court will name a lawyer who will act without charging the accused for his services.
8. A person cannot be tried twice on the same charge.
9. In a criminal case a person cannot be compelled to testify against himself.

Can you think of an act which would be a violation of each of the guarantees in the Fifth and Sixth Amendments?

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

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The practice in the United States is to consider the accused innocent until he has been found guilty. Great care is taken to insure that men and women who can be

counted on to act honestly and impartially are selected for the jury. A person who states that he has formed an opinion about the case is rejected for jury service. The judge decides what questions must be answered during the trial, and rejects those that have no bearing on the case. The accused cannot be compelled to give testimony against himself. Finally the judge instructs the jury as to the real issue in the case and explains the verdicts which it can bring in. A person is not guilty, even if his conduct is bad, unless he has broken a law.

Article 1, Section 9, in the U. S. Constitution denies Congress the right to pass bills of attainder or ex post facto law. A bill of attainder is passed by a law-making body to punish someone without bringing him to trial. This is a procedure often used by totalitarian governments. Ex post facto law is one which would make it possible to try a person for an offense which was not a crime when he committed it. That is to say, a law could be passed today which might be used to convict someone for an act committed a year ago. Article 1, Section 10, of the United States Constitution denies States the right to pass bills of attainder and ex post facto law.

Article 12

NO ONE SHALL BE SUBJECTED to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

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The right of the people to be secure in their persons, houses, papers, and effects [property], against unreasonable searches and seizures, shall not be violated; and no warrant shall issue [shall be issued], but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.—U. S. Constitution, Amendment 4.

The Fourth Amendment makes clear that an officer cannot enter and search a home, and remove persons or property without legal authority. Unless there is good reason, a judge will not issue a warrant that permits law-enforcement officers to enter a man's home. In this way people are secure in their homes from unreasonable interference.

The expression, "attacks upon . . . honour and reputation," refers to slander and libel. Look up these words in a dictionary or in a civics textbook. It is important to remember that freedom of speech and of the press does not give anyone the right deliberately to say and write things about another person which are not true and which hurt the person who is falsely attacked.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

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The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States. — *U. S. Constitution, Article 4, Section 2.*

Americans can travel freely from one State to another. They are free to rent a room, get a job, and live as other people do in the new State to which they have moved. Article 13 implies that people should have much the same right in going from one country to another.

It is easy for tourists to go from the United States to Canada, or from Canada to the United States. Indeed it is not difficult for people from the one country to settle permanently in the other, or to live in the one and to work in the other. In most cases, however, when an American wishes to travel to a foreign country, he must obtain a passport from the Department of State. When relations between two countries are friendly, it is easy for people living in the one country to get a passport to visit the other. Usually the country of which a person is a citizen issues his passport.

The United States has a quota law which limits the number of persons who during a given year can come to the United States from a foreign land. Look up the quota provisions in the *World Almanac* or a civics textbook. Foreigners who come to this country to visit are not included in the quota; it includes only those who expect to stay permanently.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum [a place of refuge] from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from nonpolitical crimes or from acts contrary to the purposes and principles of the United Nations.

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Asylum is a place of safety where a person may not be seized and punished. Persecution is a persistent kind of punishment usually inflicted for one's racial, political, or religious beliefs. The United States has always opened its doors to people from other lands who were suffering from persecution. After World War II this country admitted thousands of displaced persons in addition to the number who could come in under quota.

No country is required to provide asylum for murderers, thieves, or other criminals who are fleeing from the law in their own countries. To do so would defeat the ends of justice and would encourage criminals in neighboring countries to break the law and to escape into another country where they would be safe.

There is a difference between persecution and prosecution. Look up both words in the dictionary so that you understand the difference in meaning.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

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All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.—*U. S. Constitution, Amendment 14, Section 1.*

The United States and many other countries recognize that a person can become a citizen by birth or by his own choice. Look up in a civics textbook the conditions under which a foreign-born person can become a naturalized American citizen.

Some totalitarian countries have expelled or denied the right of citizenship to people living within their borders because the government held they were outsiders, i. e., they were different from the ruling class. Sometimes the ruling class accused the "outsiders" of being loyal to another country and its institutions even though they had not lived in it for generations.

In World War II Japanese living along the Pacific coast were moved into the interior for security reasons. Did this action deny them the right to a nationality?

Before World War II it was impossible for citizens of certain countries to come to the United States and become naturalized citizens of this country. Some of these countries have since received a quota and with it the right for their people to come to the United States and to become American citizens. Are there any countries which still do not have this right? Look for the answer in an American history textbook or in a recently published encyclopedia.

The United States refuses citizenship to foreign-born who will not give up their allegiance to their former homeland and promise to bear arms to defend this country against attack. Does this policy deny a person the "right to change his nationality"? The United States also denies admission to adult immigrants who are illiterate or who have no one to look after them and who are likely to be unable to support themselves. Does this policy deny them the "right to change their nationality"?

The United States at times sends back to the land of their birth foreign-born non-citizens convicted of crime as well as foreign-born citizens who have misrepresented facts in applying for citizenship. Does such a policy violate Article 15?

Article 16

1. Men and women of full [legal] age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.



The laws on marriage and divorce in the United States are the laws in existence in each of the 48 States. There are differences from State to State. There is no Federal law on marriage. The right of men and women of legal age to pick their own husbands and wives without any law limiting them in their choice is not in full operation in all States. What is the law in your State?

Is it possible for an American to marry someone who lives in another country? If so, does he then become a citizen?

Do men and women have equal rights as to marriage, during marriage, and in its dissolution under the present laws in your State?

In some countries marriage arrangements are often carried on by the parents, and the young people to be married enjoy much less freedom of choice than in the United States.

What are some of the ways in which the family is protected in this country?

It probably will be necessary for one or two members of the class to interview a lawyer in order to find out what the law is. Read the Tenth Amendment to the Constitution of the United States. This Amendment gives to the States the power to pass laws regulating marriages. Can you explain how?

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.



No person shall . . . be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.—U. S. Constitution, Amendment 5.

... No State shall . . . deprive any person of life, liberty, or property without due process of law . . . —U. S. Constitution, Amendment 14, Section 1

The right to own property is enjoyed by all people in this country. The term property includes two major classifications: (1) Personal property—clothing, jewelry, books, and radios; and (2) real property—land, houses, factories, and farm buildings. Property can be owned by an individual, a partnership, a corporation (General Motors), a church, or by the public—local school, municipal waterworks, county court house, State capitol, Federal buildings, national parks.

Local, State, and national governments have the right to take privately owned property for public use—a road, playground, park, veterans' hospital, or a military reservation. The owner is given a chance to sell and, if he does not set a price which the government feels is reasonable, the property is appraised by people from the area and a fair price thus determined. The right to take private property for public use is called the right of eminent domain.

In some totalitarian States property rights are not respected. The government confiscates the property of members of minority groups, compels them to give up a business or a farm, and to move from their home. In some cases there is no compensation; in others the price paid is only a fraction of the true value.

Article 18

EVERYONE HAS THE RIGHT TO FREEDOM OF THOUGHT, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

★ ★ ★

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof . . . —U. S. Constitution, Amendment 1.

The bill of rights of the States forbids the legislatures to establish a religion, i. e., to proclaim a State church to be supported with money raised through taxation, or to prohibit the practice of a religion. In the United States people are free to choose their religion and to change it. No law compels anyone to go to church or forbids him to attend a given church. Religion is a matter of individual choice.

Some States have passed laws that provide punishment for anyone who discriminates against a person because of his religion. Such a law may insure equality of opportunity to obtain employment.

Article 19

EVERYONE HAS THE RIGHT to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

★ ★ ★

Congress shall make no law . . . abridging the freedom of speech, or of the press . . . —U. S. Constitution, Amendment 1.

In the United States people are free, with few exceptions, to say, write, or print what they wish. This freedom extends to the mass media—newspapers, radio, television, and motion pictures.

The Federal and State governments in no way seek to limit discussion of their policies. To permit freedom of speech a government must have confidence in the good sense of the people and their ability to distinguish between what is true and what is false. Supreme Court Justice Oliver Wendell Holmes once expressed this judgment, "The best test of truth is the power of thought to get itself accepted in the competition of the market place." It takes self-control and belief in the wisdom of all the people to listen to statements with which we disagree. Freedom of speech naturally also gives us the right to comment and to disagree. It does not give us the right to deny freedom of speech to others. The great Frenchman, Voltaire, made this point clear in this often-quoted remark, "I disapprove of what you say, but I will defend to the death your right to say it."

In a discussion of freedom of speech it is important to consider certain exceptions:

1. There are laws against libel and slander. Look up these words in a dictionary, and be sure you understand what they mean. Laws against libel and slander are intended to protect others from a misuse of free speech.
2. Some media, such as radio and motion pictures, have a self-imposed censorship to prevent violations of good taste.
3. Local communities and State governments may exercise censorship over printed material, theatrical performances, and motion pictures. The purpose is to prevent violations of good taste and to protect children, especially, from corrupting influences.
4. In time of emergency and war, censorship may be imposed for security reasons.
5. The law does not protect a person who abuses freedom of speech to influence his listeners to break the law or who incites them to riot. In this case the restriction on freedom of speech is intended to safeguard the lives of people.

In our day freedom of speech raises two problems which have been widely discussed: (1) To what extent are groups, which if they were in power would deny freedom of speech, entitled to use freedom of speech to work for the overthrow of democratic government; and (2) to what extent are people in a country which does not have highly developed mass media (newspapers, magazines, motion pictures, radio) at the mercy of people who have them. The first problem raises the question of national security. The second is complicated by the fact that a people under the influence of another nation's mass media may tend to reject their own ways of living and to adopt new ways much more quickly than if the outside influ-

ences were balanced by equally effective domestic media. A too rapid change may be very unpopular with large segments of the population.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

★ ★ ★

Congress shall make no law . . . prohibiting . . . the right of the people peaceably to assemble . . . —*U. S. Constitution, Amendment 1.*

In the United States there are thousands of clubs, societies, and organizations which interested people freely join. These organizations have the right to hold meetings at will, and this right is not questioned as long as the assembly is peaceful. A mob which threatens violence and riot, and which may endanger life and property, will be dispersed by police officers. Any meeting where speakers are inciting the audience to violence, or at which violence breaks out, similarly may be closed by police officers acting in the public interest.

In some totalitarian countries people may have to belong to "the party," and may have to take part in party activities. Often young people are compelled to belong to youth organizations. If they refuse, they may be denied the right to higher education and good employment. They also lose their feeling of identity with the larger group. Such compulsions do not exist in the United States.

Article 21

1. Everyone has the right to take part in his Government of the country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

★ ★ ★

. . . That to secure these rights [life, liberty and the pursuit of happiness], Governments are instituted among Men, deriving their just powers from the consent of the governed . . . —*The Declaration of Independence.*

The right of citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of race, color, or previous condition of servitude. —*U. S. Constitution, Amendment 15.*

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. —*U. S. Constitution, Amendment 19.*

There are no national laws on requirements for voting or for holding office except those in the Constitution stating qualifications for members of the two houses of

Congress and for the President. (See Article 1, Sections 2b and 3c; Article 2, Section 1d.)

Each State determines for itself qualifications for voting. Among such qualifications are residence and age, and less often literacy and the payment of a poll tax. What are the requirements in your State? Since few high-school students are old enough to vote, they cannot be said to take part in the government directly or through freely chosen representatives. If they are citizens and fulfill residence requirements, youth can expect to vote when they reach legal age. Georgia permits those who are 18 to vote.

The Fifteenth Amendment in 1870 specifically granted the right to vote to Negroes. Women could vote in only some of the States before the Nineteenth Amendment went into effect in 1920. Noncitizens cannot vote in most elections.

In New York State a prospective voter must prove his fitness to vote by passing a literacy test or by proving that he has had a basic elementary education. The United States does not have universal suffrage in the strict sense.

The term "freely chosen representatives" has special significance. Democratic government cannot survive if elections are not honest and free. Democratic government ceases to exist if people are afraid to vote, or if they are afraid to vote for the candidate of their choice. The secret vote, by ballot or voting machine, has been introduced so that no one will know how voters cast their ballot and so that they cannot be intimidated. In totalitarian countries it is customary to print the names only of the candidates of "the party." A voter who wishes to vote for another candidate must write his name on the ballot. At times the voters are expected to vote orally or to hand their ballots unfolded to the persons in charge at the polls. Under such conditions the outcome of elections is a foregone conclusion.

The Constitution provides that members of the House of Representatives shall be elected every 2 years (Article 1, Section 2), that members of the Senate shall serve 6-year terms (Article 1, Section 3), and that the President shall serve a term of 4 years (Article 2, Section 1). State Constitutions and municipal charters stipulate the terms of office of elected State and local officials. In general, elections are held every 2 years even though some terms are longer.

Article 22

EVERYONE, AS A MEMBER OF SOCIETY, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

The rights described beginning with Article 22 are of a different order from those listed in earlier Articles. The latter are similar to those guaranteed by the United

States Constitution and the Constitutions of the States. They are rights which are guaranteed by law and upheld in the courts. The rights which follow are less often guaranteed by law. They represent ideals and aspirations, in many cases, rather than legally established rights.

Article 22 speaks of two groups of rights:

-the right to social security (Social security provides protection against unemployment, injury, sickness, old age, death. It is intended to guard us against the personal misfortune that may happen to any of us and prevent us from earning a living. There is a general feeling in the United States that when wage earners are unable to work through no fault of their own, they and their families should not suffer by being deprived of food, clothing or shelter.)

-the right to realization of the economic, social and cultural rights indispensable for his dignity and the free development of his personality (These rights are not clearly defined in any country at the present time. Perhaps the best way to understand what these rights might become is to decide what is the least that a person needs, to be able to retain his dignity and to freely develop his personality. For example, should everyone be free from fear of want as an economic right? Should everyone feel that he belongs socially and take an active part in the social life of the school and community? Should everyone feel that any real achievement he makes will be accepted regardless of who he is? How can such rights be insured?)

Make a list of the minimum economic, social, and cultural rights to which the students in your school have a right if their dignity as a person is to be preserved and if their personalities are to develop freely.

These rights will differ in each country with the organization and resources of the country. The Article wants national effort directed to providing as much social security and as many economic, social and cultural rights as the resources of the country will allow. National resources for these purposes may be increased by international cooperation. The United Nations sponsors a variety of programs to help underprivileged areas. That is also the goal of the Point 4 Program of this country. Use *Reader's Guide* to find articles which describe efforts to help underprivileged areas raise their standard of living.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration [pay] insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

An analysis of Article 23 shows that it discusses these points:

- the right to work (Few people would deny such a right. The obligation to work is usually stressed in our teaching. A question arises only when there is not enough work to provide full employment.)
- the right to free choice of employment (This right is more difficult to carry out, but American society offers a wide choice and there is no slave labor. No one is compelled to work at a job and everyone is free to look for one that he likes better.)
- the right to just and favorable conditions of work (There are wage-hour laws passed by Congress and the State legislatures setting minimum wages and maximum number of hours for a week's work. Other laws govern safety, sanitary conditions in places of work and other conditions which affect the health of workers.)
- the right to protection against unemployment (Unemployment insurance protects the workers against unemployment caused by the business cycle, seasonal work, and lay-offs for plant modernization.)
- the right to equal pay for equal work (There has been a long struggle for this right. Young workers, older workers, and women have sometimes been paid less than men. There is always the question of whether or not the work performed is equally hard or the workers are equally productive. Some would argue that the compensation received should take into account the family obligations of the worker.)
- the right to just and favorable remuneration (Minimum wage laws have been passed for this purpose. In a period of rising prices workers feel there is a need for increased compensation. Some employers provide a guaranteed annual wage; some industries provide automatic pay increases when prices rise above a given level. Unquestionably the one-fifth of American families with the lowest annual income found it difficult to meet desirable living standards. In some countries the annual per capita income is less than \$50.)
- the right to form and to join trade unions (Americans have this right. Many contracts between union and employers contain agreements on questions of conditions of work, retirement provisions, equal pay for equal work. All, of course, cover the question of wages or remuneration.)

Article 24

EVERYONE HAS THE RIGHT to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

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The 40-hour work-week is generally accepted in the United States. Clearly, American workers have time for rest and leisure. The need to supplement their income, however, causes some workers to seek over-time work or supplementary part-time employment.

Most workers also have holidays on Christmas, New Year's, Washington's birthday, Memorial Day, Labor Day, Armistice Day, and Thanksgiving. Many industries provide 2-week vacations with pay.

In the final analysis, high production, good pay, and short hours are made possible by the advanced technology of our civilization. If the worker had to depend on what he could do with his hands, unsided by machines, there would be little opportunity for leisure, holidays, and vacations with pay. Abundant natural resources, power and machines, skilled workers, and good planning have made possible a high standard of living in the United States.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

★ ★ ★

Humanitarian feeling has always insisted that no one should starve while there is food to eat and that no one should freeze while there was clothing and housing available, that no one should suffer who could be helped by medical service. State and local governments assisted by Federal funds provide minimum living standards for all.

However, Americans do not depend on their governments entirely for such security. They buy life insurance and enter into plans for health insurance to provide for emergencies.

In general, three ways exist to provide an adequate standard of living which will not be destroyed by the illness, death, or disability of the wage earner in the family:

1. Grants by the State; dependent children and old-age pensions are examples.
2. Insurance systems which collect payments from the people insured and from their employers. From these funds payments are made when the people insured are unemployed or ill, or when they retire.
3. Private charity by individuals directly, through church groups, or the community chest.

It is impossible to provide the same standard of living in an underprivileged country as in the United States. There are countries in which all people cannot obtain food, clothing, shelter, and medical care; where they have little security in times of unemployment, disability, and illness. No real right can exist where the means to insure the right are not present.

There are many examples of special care of motherhood and childhood. Maternity leave, child labor laws, laws protecting children from neglect, laws regulating the sale of alcohol to minors are examples.

In many States children born out of wedlock are not registered as illegitimate. In all cases children born out of wedlock have the same legal protection and are entitled to the same services as children born in wedlock.

Human rights are easy to write down but it is difficult to provide machinery and money to make them real. Invite a social worker to your class and ask her to explain the laws, pensions, and programs of assistance which are operating in your community to guarantee the rights stated in Articles 22, 23, 24, and 25.

Ask the social worker to explain the history of the plans now in operation in your community. Also ask her what rights expressed in the four Articles are not yet fully guaranteed.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.



Education was not listed as an inalienable right in the Constitution, but it has become a basic right for all American children. Education is free in the United States, not only in the elementary and fundamental stages, but in high school. Many States and cities through State and municipal institutions, provide free college and university education. It is difficult to define the term "free" exactly. Public schools often have book and locker fees; and admission charges to dramatic presentations, athletic events, and social functions add up to a substantial sum. Students who take part in sports, for example, often provide a part of their equipment.

Education is compulsory in all States, and age for legal school-leaving is 16 in most of them. A few States require students to be 18, or to have full-time employment, or to have completed high school before dropping out of school. Thus, elementary education and some high-school education is received by most youth. Not all children and youth of school age are actually in school.

The situation in regard to higher education, technical education, and professional education is debatable. Is education beyond high school in the United States equally available to all youth on the basis of merit? The answer to this question will be different in different parts of the United States. It is generally estimated that only about half of the students of superior ability go to college. The cost of going to

college is rising, and doubtless many able youth cannot afford to attend. To evaluate the availability of higher education in your community, consider the following questions:

1. Does your State have a State university with free or very low tuition?
2. Does your city have a college, technical school, or university with free or very low tuition?
3. Are scholarships available for gifted high-school graduates who cannot afford to pay tuition or other expenses?
4. In the past the number of students of certain races and religious faiths has been limited in some colleges. Are there any such restrictions in the colleges in your State?
5. Should gifted students who cannot afford to pay for their living expenses while in college have such expenses paid as well as tuition?

Article 26 lists these goals of education:

- to develop fully the human personality
- to strengthen the respect for human rights and fundamental freedoms
- to promote understanding, tolerance, and friendship among all nations, social or religious groups
- to further the activities of the United Nations for the maintenance of peace.

Do you understand what these goals mean? What is being done in your school to reach these goals? These are not the only goals of education. Other important goals are:

- to become a good citizen
- to find a place in the world of work and learn to do well the work which that place requires
- to become a loyal and cooperative member of the home and family
- to develop good health habits
- to learn to enjoy leisure time.

Can you add others?

American parents help to determine the kind of education their children shall have by electing the local board of education, and by electing the State and county officials who help to plan educational programs. They have the right and are able to change the educational program by electing new school board members and other school officials.

Parents may send their children to private schools if they prefer. The education of the children going to private schools is protected by laws which require those schools to provide educational opportunities equal to those of public schools.

By belonging to parent-teacher groups and by taking an active interest in their own children and in the school, parents may help teachers evaluate goals and practices and introduce changes. The willingness of citizens to pay taxes has a lot to do with the kind and amount of education provided for children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

★ ★ ★

The cultural life of the community includes the theater, the public library, the movies, radio, television, concerts, and art museum. Everyone should have the right to use these resources. Everyone, if he has talent, should have the right to take part as a performer in concerts, theatrical performances, and so on. He should have the right also to form amateur groups, and to take part as a participant in amateur circles if he is not sufficiently skillful or does not desire to be a professional performer.

Scientific discoveries bring benefits to all by safeguarding health, making life more pleasant, aiding in the production of more goods, and helping people understand the world in which they live. School courses in science and manual arts help students to understand scientific developments and to make contributions to the general welfare by applying scientific principles they have learned.

We have laws which enable authors, artists, and composers to copyright their works, and which enable inventors and scientists to patent their inventions and discoveries. People who create something new have control over their work for a period of years, may decide how it is to be used, and may obtain an income as a result of their creativeness and inventiveness.

Article 28

1. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

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The reader must be careful to recognize that there is no magic whereby such a social order can be created. In a democracy, what each citizen does or fails to do, acting individually and in groups, day after day, determines the social order. It is for each of us to decide whether or not he believes in the ideals proclaimed in the Universal Declaration of Human Rights. If he really believes in them he must also be willing to live in accordance with them. Most of the rights in the Declaration are already a part of this country's heritage. They are imbedded in our Constitution and our laws. This is a challenge to us as American citizens.

The United States has obligations to the rest of the world which it is trying to meet. We cannot expect to impose American institutions on other people. The way of life of any people develops out of its own background of experiences, and it

cannot adopt overnight and use to advantage institutions which are foreign. On the other hand, cultural importation and exportation are taking place at an increased tempo today when communication is instantaneous and transportation swifter than the wind. It is no secret that people who have a way of life different from ours and who reject completely many of the rights proclaimed in the Declaration are aggressively seeking to extend their influence.

Unless enough people believe in the ideals of the Declaration and organize national states which safeguard human rights, it is difficult to see how the kind of international order envisioned in Article 28 can come to pass.

Article 29

1. Everyone has duties to the community, in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order, and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

★ ★ ★

No person ever enjoys complete freedom, nor does he have unlimited rights. Alongside freedom is always responsibility; coupled with rights are always certain duties. Why does a community need responsible citizens who perform their duties, as well as free citizens who defend their rights?

Gandhi once wrote, "I learnt from my illiterate but wise mother that all rights to be deserved and preserved come from duty well done. Thus the very right to live accrues to us only when we do the duty of citizenship of the world. From this one fundamental statement, perhaps it is easy enough to define the duties of man and woman and correlate every right to some corresponding duty to be first performed. Every other right can be shown to be a usurpation hardly worth fighting for."

In reading Article 29, note the major points it makes or implies:

- Your personality can develop fully and freely only in a good community.
- Your community is your city and county, your State, and the whole United States.
- The people who live in these communities make them good by accepting and carrying out certain duties.
- The following duties are listed in this Article:
 - to recognize and respect the rights and freedoms of others
 - to meet the just requirements of a democratic society with respect to:
 - morality (right and wrong)
 - public order
 - the general welfare.

Every American knows that he is not free nor does he have the right to do such things as play ball in his neighbor's garden or bully younger children on the street; shoot up the town as shown in western movies; or attend school when he has a contagious disease. These limitations are determined solely by law and are enforced by officers provided by the law. Article 29 adds another restriction, namely, that these rights and freedoms are not to be used contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

★ ★ ★

This final Article calls attention to certain basic considerations in the area of human rights: (1) That they should be the same for all; (2) that for each right there is a reciprocal obligation; and (3) that the rights of the individual cannot be interpreted to sanction conduct which is harmful to the group.

Suggested Responsibilities Related to Human Rights in Your School and Community

1. Every right carries with it a corresponding duty. If the duty is not accepted and performed, the right is in danger. Review Article 26 on education. What are the duties of students in high school which go with the rights stated in this Article?
2. Article 21 contains three statements of rights for each of which duties, responsibilities, and obligations are necessary to maintain the right. In a democracy the citizens through public opinion and the right to suffrage determine what bills shall become laws and what type of public officials shall enforce them. If the laws are poor or if enforcement is inadequate, the remedy can be found at the next election. The people of the United States and of the States are the real source of the authority of the government. Make a list of the responsibilities of citizenship to match the rights listed in this Article.
3. What duty is implied in Article 20? In Article 28? In Article 29?
4. There is the duty to respect all rights of other people. If each one of us did this, human rights would exist for all. When all accept and live according to this principle there will be no question of enforcement. How can we use the understanding of human rights to improve the relations among the people in our school and community?
5. Invite a lawyer to visit your class and discuss with you Articles 5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, and 19. These rights are guaranteed by law in the United States and the 48 States. Do these rights carry with them responsibilities? How do public officials and the courts operate to help people defend these rights? Ask the lawyer to explain the term, "due process of law."
6. Invite a social worker to visit your class and discuss with you Articles 22, 23, 24, and 25. To what extent are these rights protected by law? Are any of these rights guaranteed by the Constitution of the United States? By the Constitution of your State? In what way do these rights differ from rights included in the first 10 amendments to the Constitution of the United States? Is there any relation between rights and duties with respect to the ideas in the Articles listed above? Are the duties as clear as in the case of other Articles of the Declaration?
7. Invite a newspaper editor to discuss Article 19. Does the editor have to assume any obligations which are reciprocal to the right to print the news and express his opinions on the editorial page?
8. Ask your principal to discuss with your class Articles 26 and 27.
9. Have several members of the class discuss with their clergymen the Preamble and Articles 1, 2, 3, 4, 16, 18. Are ideas expressed in the Preamble and the Articles in agreement with religious teachings?

10. Read the newspapers carefully for 2 weeks and clip articles which discuss problems related to any of the rights stated in the 30 Articles. Put the clippings on a bulletin board. At the end of 2 weeks count the newspaper clippings. Which Articles of the Declaration have been dealt with most often?

11. Has this study of the Universal Declaration of Human Rights brought new understanding to the problems of human relations? Do you feel there is increased respect for human rights in the life of the school? Are the duties which parallel rights better understood and more commonly accepted?

Sources of Information and Material

MANY AGENCIES DISTRIBUTE INFORMATION describing the work of the United Nations. Specifically there is a variety of bulletins, folders, posters, and periodical literature which deal with the Universal Declaration of Human Rights. It is impossible to provide an up-to-date bibliography of this type of material, and for that reason only the sources of information and materials are listed. By addressing an inquiry to these sources the teacher may quickly discover what material is currently available, and order the items which meet his needs. The materials distributed by the agencies listed are free or low cost.

1. American Association for the United Nations, 45 East 65th Street, New York 21, N. Y.
2. Carnegie Endowment for International Peace, 405 West 117th Street, New York 27, N. Y.
3. Committee on International Relations, National Education Association, 1201 Sixteenth Street, NW., Washington 6, D. C.
4. Division of Public Liaison, U. S. Department of State, Washington 25, D. C.
5. Division of State and Local School Systems, Office of Education, Federal Security Agency, Washington 25, D. C.
6. Foreign Policy Association, 22 East 38th Street, New York 16, N. Y.
7. International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. The general agent for UN publications.
8. League of Women Voters of the United States, 726 Jackson Place, NW., Washington 6, D. C.
9. National Council for the Social Studies, National Education Association, 1201 Sixteenth Street, NW., Washington 6, D. C.
10. UNESCO Relations Staff, U. S. Department of State, Washington 25, D. C.
11. United Nations Department of Public Information, United Nations Headquarters, 42d Street and First Avenue, New York 17, N. Y.
12. United States Mission to the United Nations, 2 Park Avenue, New York 16, N. Y.
13. Woodrow Wilson Foundation, 45 East 65th Street, New York 21, N. Y.
14. World Peace Foundation, 40 Mt. Vernon Street, Boston 8, Mass.